

5440-68 Teacher of the Deaf and Hard of Hearing

The holder is authorized to provide comprehensive special education services to individuals age 3 through 21 who are Deaf or hard of hearing, as defined in federal regulations pertaining to special education eligibility. The holder is authorized to provide or oversee the provision of instructional services and to collaborate with an interdisciplinary team to design, implement, and evaluate educational plans and accommodations for individuals who are Deaf or hard of hearing.

In order to qualify for this endorsement, the candidate must demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of the implications of Deafness and hearing loss for learning and development; appropriate procedures and strategies for identifying the needs and supporting the learning and development of Deaf or hard of hearing students; and procedural and consultation/collaboration knowledge and skills essential to the effective education of Deaf or hard of hearing students, as delineated in current national professional standards¹. Specifically, the educator understands:

Foundations:

The history of, and theories, philosophies, and models that provide the basis for, education of the Deaf or hard of hearing

Typical and atypical early childhood through adult growth and development within each domain, including the tremendous variation in how individuals learn and typically develop, and the variety of economic, social, and cultural influences which affect each student's life

Current state and federal laws, regulations, and procedures governing the referral; identification/evaluation; eligibility determination; IEP development, implementation, and monitoring; and educational placement of individuals who are Deaf or hard of hearing

Various educational placement options and how they impact a Deaf or hard of hearing student's cultural identity and linguistic, academic, social, and emotional development

Professional and ethical standards of practice

Program Development:

Appropriate roles and responsibilities of teachers of the Deaf or hard of hearing and other personnel who support the education of students who are Deaf or hard of hearing

Principles and practices of effective collaboration and consultation in learning environments

Principles of family-centered practice

Local, state, and community services and educational alternatives that are available to support students who are Deaf or hard of hearing and their families, including resources to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies

Strategies for preparing and assisting Deaf or hard of hearing students and their families to make effective transitions from program to program and setting to setting

5440-68 Teacher of the Deaf and Hard of Hearing (Cont'd)

Assessment:

The components of an appropriate evaluation for eligibility, placement, and program planning decisions for students who are Deaf or hard of hearing, and interpretation of assessment results

Specialized terminology used in the assessment of Deaf or hard of hearing students

Measurement theory and practice, including issues of validity, reliability, norming, and bias

The impact of deafness or hearing loss on the results of other forms of assessment (e.g., psychosocial, cognitive, or vocational)

Deafness/Hearing Loss and Interventions:

The characteristics of hearing loss and its potential implications for sensory, cognitive, communicative, physical, behavioral, social, and emotional development

The impact of multiple disabilities on the student who is Deaf or hard of hearing

The interaction of primary language, culture, and familial background with the Deaf or hard of hearing student's disability, including the effects of hearing loss on the individual's family and the reciprocal impact on the individual's self-esteem

How etiology, age of onset, and degree of hearing loss may impact a student's language development and the ability to learn

The use of a multi-sensory approach when one or more senses are impaired

The process of language acquisition, including second language acquisition, for students whose native language is American Sign Language (ASL)

The importance of Deaf or hard of hearing students achieving age-appropriate levels of literacy and academic achievement

Languages or communication methods appropriate to students who are Deaf or hard of hearing

Instructional strategies, devices, and accommodations that support language development and/or communication in all modalities

The value of pairing Deaf or hard of hearing students with role models and/or peers who have similar hearing loss and a Deaf cultural perspective, when appropriate

5440-68 Teacher of the Deaf and Hard of Hearing (Cont'd)

Performance Standards:

Working in collaboration with teachers, parents/caregivers, the student, and other professional and paraprofessional personnel, the Teacher of the Deaf assists in the determination of eligibility for special education services; develops, implements, may case manage, and evaluates individual educational programs for students who are Deaf or hard of hearing; identifies and implements accommodations to learning materials or environments in order to support inclusion; and provides direct instructional services, in order to enable students who are Deaf or hard of hearing to meet Vermont's learning expectations for students. Specifically, the educator:

Foundations:

Advocates for appropriate services to meet the individual needs of students who are Deaf or hard of hearing

Adheres to ethical and professional standards, and state and federal legal and regulatory requirements pertaining to the education of students who are Deaf or hard of hearing

Program Development:

Works cooperatively and respectfully with all families to support and enhance students' learning and development

Advocates that multiple factors be considered in the development of educational plans for students who are Deaf or hard of hearing (e.g., communication needs, the student and family's preferred mode of communication and/or cultural linguistic preference, the potential for using residual hearing, academic level)

Facilitates the coordination of support personnel to meet the communication needs of Deaf or hard of hearing students

Supports students and families as they transition between and among settings and programs

Assessment:

Selects and administers appropriate assessment tools using the preferred language of the student for the purposes of determining eligibility for special education services, developing and implementing instruction, and evaluating student performance over time

Gathers and analyzes appropriate communication samples from students that reflect nonverbal and linguistic skills

Participates in the planning, implementation, and evaluation of assessment accommodations which enable participation of students who are Deaf or hard of hearing in local and statewide assessment systems

Interprets, synthesizes, summarizes and effectively communicates assessment information in written reports that are understandable by all who use them

5440-68 Teacher of the Deaf and Hard of Hearing (Cont'd)

Deafness/Hearing Loss and Interventions:

Identifies levels of language and literacy development and designs lessons that are appropriate in relation to students' academic needs, developmental age, and degree of hearing loss, including assisting special educators in the planning and implementation of instruction for Deaf or hard of hearing students who have multiple disabilities and special needs

Enhances learning through the use of visual materials and experiential activities

Designs a classroom environment to maximize opportunities for students' visual and/or auditory learning

Prepares students for the appropriate use of interpreters

Uses languages, resources, materials, and techniques that promote effective instructional communication (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed caption)

Maintains and/or advocates for a learning environment that facilitates the services of the interpreter, note takers, and other support personnel

Collaborates with other educators in accommodating Deaf or hard of hearing students by identifying, developing, or modifying educational materials or curricula, aspects of the classroom environment, or assistive devices, and by modeling teaching and/or classroom management techniques

Supports and/or trains family members and other communication partners of students who are Deaf or hard of hearing in techniques and/or strategies to enhance their communication effectiveness

Additional Requirements:

Completion of a baccalaureate level teacher preparation program in Deaf education *and* 30 credits in a related field (e.g., education, speech and language, communication, psychology, audiology, or an academic content area), or a Master's degree in Deaf education

A minimum of a practicum, or the equivalent, in the teaching of students who are Deaf or hard of hearing.

¹. *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Educators. Fifth Edition. (The Council for Exceptional Children, 2003).*